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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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Editorials

American School Education

AMERICAN school education is responsible for world civilization as definitely as it is for world democracy.

American school education is as complex as American finance. There is no magical solution of the problems of American school education any more than there is for America's business ills.

The problem of American school education can only be solved by harmonizing public school education, private school education, and parochial school education.

No one of these can solve the problem of American school education any more than America's business ills can be solved by solving the problems of production, consumption, or transportation alone.

American public school education must solve its share of the problems of civilization.

Private school education assumes responsibility for adapting its school education to the special requirements of children whom public school education does not fit.

Parochial school education assumes to solve the problems of common school education by the consecration of its teachers, professionally, socially, and financially, to the creation of better personality through the influence of the school.

Public school education assumes to provide by public taxation with non-consecrated teachers for the solution of all possible individual conditions, normal and abnormal, in all conceivable racial, social, and economic domestic conditions.

American public school education can only assume its share of responsibility for civilization through its unique system of executive administration, which must be everything or nothing.

American school education must have a unifying, harmonizing, administrative department absolutely protected from political, fanatical or professional interference.

Latest Service of N. E. A.

THE National Education Association has become the most vital promoter of civilization in American education.

Within the next few weeks approximately 600,000 students will graduate from the high

schools and colleges of the United States. Under present business conditions industry will be unable to provide work for thousands of graduates who would normally find ready employment. Unless constructive action is taken, these graduates will face a period of enforced idleness which will dull their enthusiasm and, in many cases, lead to permanent impairment of morale.

The National Education Association is recommending to students who will shortly graduate or who are planning to leave school, and to their parents and teachers, that those who are able, continue their studies for another year.

If these graduates should find employment they would take jobs at a lower wage than men with families need. In every way it is an important service to civilization today and tomorrow.

Boys and Girls Institute

FOR six years Marie Sorum, Estherville, superintendent of Emmet County, Iowa, has had her annual County Institute for aid of and by the boys and girls of the schools of the county.

This year the Boys and Girls Institute was on May 11, 12, 13, and all the 4,000 pupils and students of the county had some part in some thing. All the preachers, lawyers, doctors, fathers, mothers, and other folk were interested in everything as it is never true of the county in any other group of three days in the other 362 days of the year. There were fourteen on the Institute faculty for the three days. There are lecturers of national repute, and specialists of high attainments and famous achievements. The talent is on duty practically every hour. They enjoy it and want to be in action all the time.

The entire program is changed each year so that in six years the entire county has had a different series of instructive and attractive exercises.

The misfortune is that there is only one Marie Sorum in the country. The wonder is that there is one Marie Sorum who is not trying to be a city superintendent, who is not after a position on some college faculty, who really enjoys being Marie Sorum, doing for 4,000 boys and girls, and everybody in the county, what no other woman has ever done for any 4,000 boys and girls, or for any other county.

Minnesota's Poise in Education

IN EVERYWAY, everywhere, Minnesota is in the best of form in education. State Superintendent J. M. McConnell has been unanimously elected for the third term of six years. When one thinks of the political chaos, professional upheavals, and scientific revelations it is wonderful that any one can have survived responsibility for all official decisions, financial, professional and political, since 1919.

Since the World War Minnesota with the rest of America and of the world has been up to the Seventh Heaven of prosperity and down to the darkest recesses of Hades through depression, and Dr. McConnell has adjusted his faith and practices to inflation and deflation so skillfully as to create public and professional confidence in him through the largest share of this coming decade.

The greater wonder is that Minneapolis, St. Paul, Duluth, and the other cities have ironed out their wrinkles, and Secretary C. G. Schultz of the State Association has the State Association on an even keel, quite unusual in any state in 1931.

John M. Withrow, Cincinnati

JOHN M. WITHROW, Cincinnati's eminent public school teacher for twenty years, died on May 14. Dr. Withrow was not only a member of the city board of education for an unprecedented term in Ohio, but he created the modern board of education when it was almost a miraculous achievement, and he was for twenty years the controlling factor on the city board of education of Cincinnati and the creator of the reorganized city school system when the small city-elected school board succeeded the ward-elected large school board.

He was one of the eminent citizens of Cincinnati in many ways. He was the chief of staff of Christ Hospital. A few weeks ago he retired from the responsibilities of the hospital leadership, and the city honored him with one of the most significant banquets in the city's history.

On May 14 Dr. John C. Oliver was publicly installed as Mr. Withrow's successor at the hospital. When the exercises were opened Dr. Withrow sent his address, which he was to have delivered, and Dr. Oliver read it. During the reading of the address Dr. Withrow died of a sudden heart attack.

At the close of the reading of his address it was announced that he had passed on while it was being read. This was an impressive close of a life of public and professional service.

A "Free Reading Period"

LITTLE ROCK, Arkansas, is one of the sanely progressive education cities of the United States.

Next September each Junior High School will have one elective instead of two, and "A Free Reading Period" will be allowed each student for the cultivation of "Literature Appreciation."

This is Little Rock's way of promoting the reading of better books, magazines and daily papers.

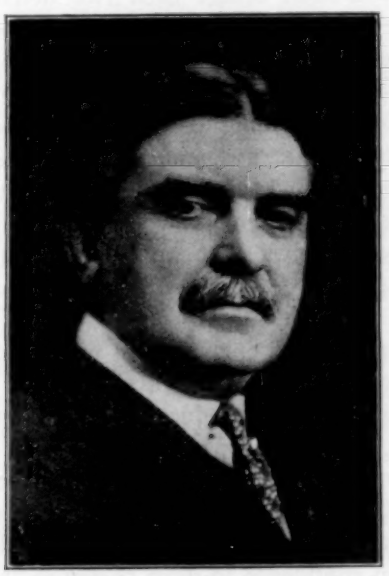
Louis M. Dillman

By ALBERT E. WINSHIP

IT WILL be fifty-five years on July 1 since Louis M. Dillman, then a young lawyer in Ohio, accepted a position with Van Antwerp, Bragg and Company of Cincinnati.

He had done agency work with the schoolbook publishers, Wilson, Hinkle & Company, in student days, and deliberately decided that there was a better future for him in the schoolbook business than in law, and chose the former for his life work.

Fourteen years, in the prime of young manhood, he had charge of the Chicago office of the Cincinnati house. Those were the years when America was modernized in education and everything else,



LOUIS M. DILLMAN

and the Mid-West was really created in education. Every city had an eminent school superintendent and the national progressive leaders were mostly there; famous men like William T. Harris of St. Louis, George Howland of Chicago, Emerson E. White of Cincinnati.

Mr. Dillman knew no hours, days or weeks for work. He literally worked all the time for those fourteen years, took no time for vacations or recreation.

No city failed to adopt some of his books on their list. I knew him well in those days, and he had more to do with making fame for men and cities than any man I ever knew.

The second year after the American Book Company was organized, Mr. Dillman was made assistant manager of the Chicago office, and in 1907 was elected manager. In 1901 he was elected upon the Board of Directors, where he was a vital factor from the first, and for seventeen years he has been president of the company with offices in New York.

No other man now living has had as extended and vital a national influence in the school book business as Louis M. Dillman.

When he retired from the responsibilities of the management of the American Book Company on April 20, and was elected president-emeritus, the board of directors placed on record a series of resolutions prepared by Leonard D. Baldwin and William T. H. Howe, from which we quote:—

"We felicitate Mr. Dillman on this exceptional record of service. It has few parallels in the history of industry. Few men are endowed with the riches to which Mr. Dillman fell heir, developed, and conserved; a powerful physique; glowing with energy; a commanding presence; an engaging personality; a remarkable memory for faces, names, dates, and events; a vigorous intellect; fine sympathies; a singleness of purpose; the courage of a lion; a fearlessness to do right and to deal justly by all men. Back of these attributes lie the blood inheritance of a sturdy pioneer German stock, and the upbringing by a kindly, stoic father and a sweet-souled mother, in a healthy farm environment.

"Such are the ingredients that have gone into the making of the retiring president. He leaves his high office with the deepest veneration of his associates and the respect of all members of the book publishing fraternity, among whom he is the undoubted Nestor.

"The debt the Company owes to Mr. Dillman it can only acknowledge. As president, his wisdom has guided it safely through the perilous days of the World War and the aftermath of economic disturbances.

"Finally, it is the prayer of his associates that the evening of his life be long and placid, surrounded by his many friends."

"Men who do their work without enjoying it are like men carving statues with hatchets."
—Phillips Brooks.

Belding's Page

Organized Camping

SOMETHING like 2,000,000 boys and girls in the United States passed portions of last summer in organized camps. About 22,000,000 others did not.

Organized camping may thus be judged impressive in its magnitude, and at the same time a privilege limited to one child in each twelve composing the childhood population of America.

The private camps, with their stiff fees in many cases, naturally do not reach the children of the poor. But many of the camps conducted by Scouting and "Y" organizations and welfare institutions furnish opportunities for boys and girls who would otherwise be excluded.

The camp movement is growing. And with its growth is coming a new technique in administration, and a more definite educational objective.

Directors of camps have long since discovered that they and their employed counselors and teachers can exert an influence far more potent than that of the average classroom instructor. Contacts during summer camp are intimate, friendly, and continuous. Ten weeks in a camp give as much time for children and counselors to be together as pupils and teachers usually have in an entire school year with its frequent holidays and generally short school sessions.

All summer camps have wonderful opportunities. But not all of them, by any means, are living up to what they could do for the development of mind and character in so favorable a situation. Summer camps need to be chosen with the utmost care lest the effects be quite the opposite of those desired by parents.

Justify That Faith!

LORD BEAUCHAMP, Chancellor of London University, has lately called attention of his countrymen to the intense belief and pride in universities which is to be observed in the United States.

The same intense pride and belief really extends to our whole system of education. Faith is the groundwork of our whole educational structure, here in America. Sometimes we need to have our attention called to it by a distant spectator in order to appreciate how important and how basic is this element of belief, pride, confidence.

In prosperous times this favorable sentiment may easily be carried to a point where wealthy benefactors and that most liberal of all patrons—the taxpaying public—bestows money lavishly, with too little discrimination. Business cycles cause psychological changes everywhere. Periodically a time arrives when those who hold the purse-strings are more disposed to examine before they spend.

Fortunate are the schools, at such a time, that can stand rigid scrutiny as to the value they are returning for the sums invested.

There will always be a vast immeasurable benefit from instruction. If facts could be cited to prove everything, no room would be left for faith. No reasonable person will demand complete evidence that every individual dollar paid out for education brings back two dollars to the community. Such evidence is difficult to get.

Yet the holder of the purse strings has a right to demand and to receive proofs of intelligent and conscientious spending of the school and university dollar. Extravagance can be watched—especially the kind of extravagance that consists in hiring incompetent teachers and officers, in purchasing supplies that are of poor quality or will go unutilized, and in manifesting, otherwise, a lack of clear purpose.

It is no time for education to muddle along. It is, on the other hand, an excellent time for it to be on tiptoe in the production of the utmost results.

The encouraging fact is that our schools do enjoy so large a measure of esteem and recognition, even in a so-called material age, and during an hour when confidence in most things is at low ebb.

A Strange Twist

AN AMERICAN teacher who went to Russia to set up classes in "home economics" found the word "home" taboo in the title of her courses. Which reminds us that the word "economics" originally meant "household management," and only by a strange twist of usage has the term "home economics" gained its standing in this country.

Anson W. Belding

Associate Editor.

Getting Lost in Machinery

By GARRY CLEVELAND MYERS, Ph. D.
Western Reserve University, Cleveland

Less emphasis on mechanisms and methods, more attention to the mental processes and feelings of the learner, are urged by Dr. Myers. He has some pertinent things to say about unscientific research and dreaded supervision.

LIVING in the age of high-powered standardized machinery the school administrator finds himself naturally fitting into the pattern of the modern factory management. His very task removes him far from the places in the school plant where the most important things are happening, where the materials are being modified, where the child is being taught.

As new engineering methods are introduced to "perfect" the machinery, the vital part of it often runs with less efficiency in terms of the learner rather than with more. The pupil is a human being; so is the teacher. The more her work is mechanized by those above her the more like a machine she is, and the less like a human being; the less, therefore, she treats the pupil as a human being. But she doesn't *learn* him. He does the learning, and he learns when he feels like learning, and only then. She can stop him by a lever or a button, but her task is not to stop his learning or retard it; hers is to start his learning and to keep it going at the most efficient rate. He is a creature with feelings which are very personal. Only as those feelings are employed as allies will he learn best and create more wholesome feelings for more learning. And when he leaves the school as a product, the measure of his worth is not so much in what he knows as in his readiness to go on learning with adequate satisfactions and with ability to live usefully and happily with other persons of his age. The school does most for the child when it helps him grow in ability and desire to learn more, and to be comfortable and likable while he grows.

The average school administrator does not bother about the implications of research. He reads the conclusion. That ends the matter. Whereas most school officials were exceeding skeptical of all research in education twenty years ago he seems to have acquired an almost childish gullibility for it now. This fact puts a big responsibility upon the educational investigator. Unfortunately he has not always prepared his conclusions with ample caution to the reader. On the other hand, he has frequently drawn inferences not at all justified by the data he presents. There is perhaps more loose and careless work under the name of scientific research in education than in any other field which presumes to be scientific. Unfortunate for the cause of science it is tragic for the cause of education; since on the basis of some very limited studies thousands of children are affected by sweeping changes in administration, curricula, text-book writing, and methods of teaching; done with the benign confidence that it has been scientifically established. Such educational matters as have been really established with scientific accuracy are exceedingly small. This is no argument for less research in education but for more. It is, however, a suggestion that more care should be exercised by those engaging in such research, particularly in their statement of conclusions and their application.

Read the most used texts and manuals on supervision and you will find very little to make the teacher interested in the personality of the child and in his learning difficulties and efficiency. You might be led to wonder whether teachers and their pupils are supposed to be human beings. The emphasis is on school machinery, on setting up objectives, types of teaching and measuring the output. The supervisor is directed to observe the teacher, and how she teaches, not the learner and how he learns. The mental and emotional health of the learner is about the last thing the school supervisor looks for, nor is she greatly concerned about the mental and emotional health of the teacher. Human matters are among the last that she observes. That is not because the supervisor wishes to neglect these things, but because her training and the demands upon her by her superior —her efficiency—indeed, are rated almost solely in terms of machinery and objective output.

How the learner feels and the comfort with which he tries to think and express himself she gives very little attention to. Naturally those things which she emphasizes most her teachers will consider most important. The average supervisor is tremendously concerned about teaching methods. Her assumption is that if the general technique is right the learning output also will be right.

The particular methods she expects the teacher to employ depend pretty largely upon the particular methods in which she has been trained, and the writers on methods she considers most

authorititative; the supervisor is more interested in the mode of teaching than in the teacher as a human being, than in how she thinks and feels, than in her sense of security, than in the growth of her personality, than in her mental health. The presence or likelihood of presence of the supervisor in the classroom often disturbs the teacher, who passes on her nervousness and annoyance to the children, who always are the final sufferers. Many a conscientious teacher spends sleepless nights incident to supervision.

The teacher also had been trained in the school of education to believe in the magic of certain methods. Here training had emphasized machinery and learning product rather than human personality, the learning process, and the learner. So she is all set to expect continued emphasis upon these factors.

But supervision is desirable. At its worst it probably helps as many teachers as it hinders, and at its best does considerable good to promote good teaching. An occasional supervisor rises above the mechanism which prevails in her profession and grows interested primarily in the learner's and the teacher's mental health and personality. The future will have more like her.

But in that brighter day supervision will put the emphasis on the learner and the teacher and their mental attitudes. It will be concerned first with how the pupil learns and the feelings which accompany his learning to promote or hinder it. The psychology of the learning process will displace the dogmatism of teaching methods, and the supervisor will be an expert in discovering each pupil's learning difficulties and how to help him overcome them. She will lead the teacher and inspire her by example. She'll be sought and welcomed by the teacher and the pupil. Her presence will make learning easier and teaching pleasanter. To this end new texts on supervision will be written.

So in the teacher-training college, the man or woman trained to teach will have her attention continually centred on the learner as a personality. She will be guided in ways of understanding him as an individual and to study how he learns, the specific difficulties which confront him and the ways to help him learn more happily and effectively.

She will be selected and promoted on the basis of her human interest in children and her ability to get the child's point of view, to put herself in his place, to feel as he feels, to think as he thinks, and understand as he understands.

She will know more psychology, will acquire a zeal to learn more of it, and ways and means of acquiring new psychology by studying each individual learner. She will know more about the subject matter she is going to teach and will have a wider range of cultural training, with more knowledge and appreciation of history, literature, science and the fine arts.

Special methods will have disappeared. It will be assumed that if she knows well what she teaches and how each pupil learns it, she just naturally will teach well. The supervisor will, in attempting to improve her teaching, guide her in a more careful study of the learner. Such a scheme will relieve the teacher and the child from no end of annoyance and will cultivate in her an added human interest in the pupil and a consequent co-operative attitude by him toward her.

Teaching then will have a new appeal to her, developing her creative powers and offering her no end of opportunity at inventiveness, self-expression and self-realization. And what a difference to the children then!

Unfortunately no one knows much about the learning process. The psychology of learning is very meagre, indeed, one good reason why so little of it is taught to the prospective teacher. Educational psychologists have left almost everything to join the big parade of testing. From the college and university laboratory have come very few researches which reveal how children really learn, and ways of finding out how any particular pupil learns. On the emotional experience of the student in the classroom almost no facts have been scientifically established. Although many of the best school systems have departments of research their directors, as a rule, have been engrossed in problems of administration and in measuring the relative outputs of the school by means of standard tests. For the learning process, and, therefore, the best teaching process, they have contributed well nigh nothing. Naturally, therefore, the teacher-trainer and supervisor of teaching has had little knowledge of or interest in such matters.

Before such change in classroom practices will have been effected the research expert who directs the emphasis upon educational thought must turn to studying the learner in the classroom. He will train the teacher and help make of her an investigator in these lines. Any teacher who is so guided to study the pupil, how he learns, the difficulties which he meets in learning, and his emotional experiences in the classroom, will inevitably become a better teacher, centring her attention upon the pupil and his personality. Fortunately a few psychologists and educational experts who have become classroom teachers of school children have done some pioneer work in this direction, particularly in creative learning.

The teacher thinks she has no time to take account of these things which lie closest to the

---

Footnote: Most of this article will appear in a forthcoming book, "Building Personality in the Child": Greenberg, New York.

pupil's feelings (and if we were in the teacher's place we might think the same). When will the child feel it proper to tell her of the pet that died last night, of the baby brother who is ill at home, of the grandmother who has been bed-ridden for a number of years, of the sister who tomorrow is to be married, or of the big brother who has been promoted to a promising position? Even the regular teacher with her children all the school day does not think she has the time to listen to such "trivial" matters. She has so much to do. She knows not the minute or the hour when the supervisor or principal will come, when she must be turning the machine on schedule time. There must be action, lots of action, and achievement in so many words spelled or attempted in six minutes, so many problems tried in seven, so many lines read or munched over in two.

Heart throbs are crowded out by watch ticks. But it takes time to be human. The big things which mean most to the child don't run by the clock. They move along at their own rate.

Realizing the special teacher's lack of knowledge of her pupils, the school principal has begun to assemble card index facts about the child and his home and outside relationships. But these are mere data rarely used. The great teacher learns about her pupils not from such sources but in a natural, normal way. He tells her voluntarily before and after school, at recess, and even during school hours. He knows she cares about those things which mean most to him. Once he discovers that she cares about such human matters he is ready and eager to learn what she teaches.

A better day awaits our great-great-grandchildren. Some of those teachers, and teachers of teachers, least interested in pupils' personalities will have gone to their reward. Others like them may linger for a thousand years; but gradually the few teachers and supervisors who consider each child as a sacred personality will increase.

The school principal, supervisor and superintendent are becoming interested in these human factors. Before the dawn of "scientific education" they were more interested, since they then had fewer other things to think about. Their deflection merely is a temporary matter. They are coming back; and as they do this human interest will be far more intelligent than it was of yore. All the facts which research by scientific methods have collected will prove very useful to them.

Certainly we all have grown more concerned about what we are driving at in education. Our next step is to build better roads to learning and to train in traveling means and skills, all the while making sure the travelers arrive in good condition mentally and emotionally and that there are fewer wrecks, fewer injuries and fatalities.

With the rapid rise of parent education and the growth of parent-teacher organizations aimed at closer home and school co-operation, with the coming of child guidance clinics, and visiting teachers, and with the widening interest everywhere in personality growth, a brighter day is dawning.

In spite of some temporary discouragements, we have reasons to be optimistic, if we can keep our heads up and look forward.

Don't Dream, But Do!

By RICHARD BURTON

'Tis an easy thing, if you want to know
How sweet the summer is, just to go
Down in the fields, or deep in the wood,
Or fain toward the swash of the sea.
For they all will teach you how heavenly good
Such wholesome places be.
If you seek the soul's warm summer, too,
Don't dream, but do!

Don't sit at home with your brain-born book,
And balance questions, and pry and look
Askance at this, or wonder how
That squares with some ancient doubt;
But get in touch with the throbbing now,
And let your heart go out
To your fellow-men who are spent and blue.
Don't dream, but do!

Work in the world for the folk thereof;
With every deed that is done in love
Some criss-cross matter is smoothed for aye;
The spirit sees straight and clear;
And heaven draws close that was far away,
As you whistle off each fear.
Work, for the days are fleet and few,
Don't dream, but do!

You may worry over God's grinding laws;
You may probe and probe for the great first cause;
But an hour of life with an honest thrill
Of self-forgetting joy
Will ease your mind of its moody ill,
And make you blithe as a boy.
The plan is simple; then see it through;
Don't dream, but do!

—Brander Magazine.

N. E. A. Headquarters Staff

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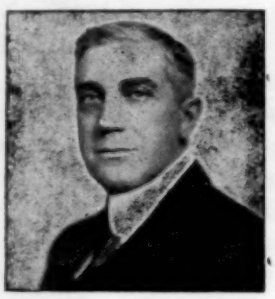

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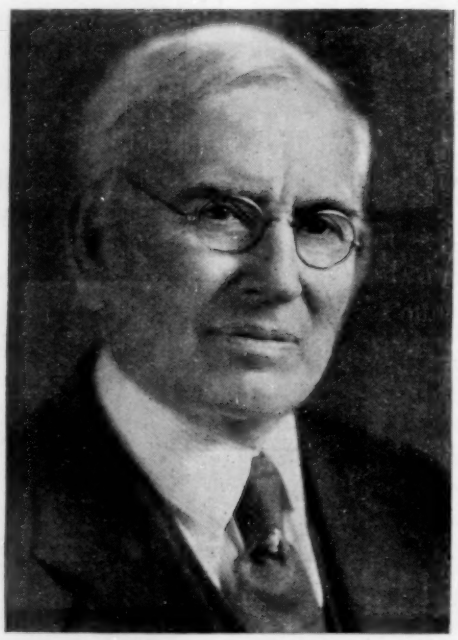

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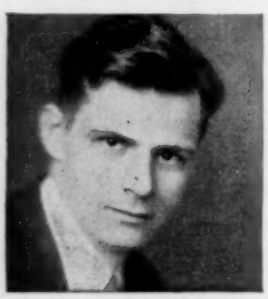

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Vitalizing the Social Studies in the Junior High School

By SAMUEL J. McLAUGHLIN

Supervising Principal, Stamford, Connecticut

"We have hiherto assumed that to know meant to do . . . . Our boys and girls must be given the opportunity to put their citizenship ideals into everyday practice."

THE fundamental assumption basic to this discussion is that the ultimate objective of the social studies in our junior high schools is the acquisition and development of those civic knowledges, habits, attitudes, and ideals which are essential to efficient participation of citizens in the progressive improvement of their present (school and local) and future democracies. Our social studies teachers should concentrate their efforts in providing situations which shall develop better emotionalized attitudes; better civic habits and higher ideals of civic conduct; and better political, social, economic, cultural and moral understandings.

It requires but a hasty glance at our most highly advertised courses of study and a brief visit to the average school to convince even the most optimistic adherent of active citizenship that the dry bones of mere factual knowledge are still being rattled by our social studies teachers. Too many teachers still fail to distinguish between intellectual understanding and active, dynamic citizenship. They seem to believe that in some mystical manner the facts of geography, history, and civics should be translated into better civic behavior. They fail to realize that pupils learn their citizenship by living their citizenship. They do not appear to be cognizant of the fact that, in addition to information, habits, attitudes, and ideals are essential to citizenship, and therefore they emphasize only the information phases of the social studies. It is the purpose of this article to briefly suggest the manner in which both dynamic civic attitudes and knowledges may be developed.

The task of our schools is the creation of citizens who are informed about and interested in the vital problems of American democracy. The greatest hope for improvement lies in the construction of a curriculum which shall as fully as possible overcome the handicaps of the present school situation of emphasis on factual knowledge, and which shall develop an understanding and appreciation of the conditions and problems of modern life. Much of the useless subject matter must be discarded, and a consideration of the important social, industrial, political, and cultural problems in thought-provoking form must be substituted. Not the learning of texts, but the solving of vital problems—problems of today and tomorrow—is the recognized need. The true starting point of all such problems should be some present local (school or community) condition in which the majority of the pupils are already interested and which is a topic of general conversation and discussion. Thus, no artificial methods of motivation are necessary. Interest is always in evidence. In the consideration of such problems, materials from history, geography, civics, economics, and sociology will be used when such materials will bear light on the solution of the problem. In this way the materials are used in a practical, natural manner.

The consideration of vital problems in which there is no one right answer is sure to provide for creative reflection. Obviously the memorization of certain stereotyped facts has not in the past improved the ability to reason; nor assisted in developing a discriminating mind; nor promoted the qualities of tolerance, open-mindedness, and cooperation; nor prepared for active participation in the solution of the problems of modern life. Dewey has stated the condition rather aptly in the following quotation: "If the average boy and girl could be walled off from all ideas and information about social affairs save those acquired in school, they would enter upon the responsibilities of social membership in complete ignorance that there are any social problems, any political evils, any industrial defects. They would go forth with a supreme confidence that the way lies open to all, and that the sole cause of failure in business, family life, or citizenship lies in some personal deficiency in character."

It is evident to the most casual observer that proper emotionalized attitudes toward any phase of social problems of good citizenship demand personal participation. Such attitudes are not developed in a vacuum. Neither are they developed by moralizing or by preachment. Good citizenship must be lived. If the school is characterized by a creative social life, pupils constantly have social problems facing them in connection with traffic, playground, assemblies, beautification of school building or grounds, school paper, etc., which they are intensely interested in solving, and which will lead them into vitalized history, geography, civics,

economics and sociology. Social studies material which thus becomes a part of the everyday life and problems of junior high school pupils must of necessity be meaningful and worthwhile. If we agree that the aim of the school is to produce individuals who are qualified to willingly participate in the improvement of society, we must admit that the discussion of the problem, "How Our City Could Be Made more Attractive" would be likely to realize our objective better than a discussion of "The Causes and Effects of the Third Punic War," or the memorization of the date Caesar crossed the Rubicon. We must be more concerned about what our boys and girls do than about what they know. We have heretofore assumed that to know meant to do. Unless an individual feels like doing a certain act and enjoys doing it, knowledge is practically wasted effort. Our boys and girls must be given the opportunity to put their citizenship ideals into everyday practice through the medium of the various school and community civic organizations.

A social studies class in one of the writer's schools spent several weeks in the consideration of a problem which was a common topic of conversation in the city. The latitude of the problem was such that it necessitated delving into ancient and medieval as well as contemporary history. Old World geography was required. Political, economic, and sociological principles were brought to bear on the solution of the problem. No artificial means of motivation were needed. Interest was always in evidence. Boys and girls searched for facts, events, and principles of their own accord. They had a purpose. They were considering a problem which they believed was truly worthwhile. Assignments were unnecessary—only guidance was required. The chief reason junior high school boys and girls are not interested in social studies is because extrinsic motivation is employed. The surest cure for such a situation is the consideration of problems which they believe are vital and worthwhile, and which grow out of their everyday contacts. If our social studies classes can cause our pupils to feel responsible for good citizenship by taking an active interest in the betterment of his school, his home, and his local community, they have been successful. The accumulation of civic knowledge without such above-mentioned civic habits and attitudes is a certain sign of wrong emphasis and procedure. The discussion of local projects involving concrete immediate outcomes is sure to lead to readiness to undertake more remote projects. The consideration of the former is certain to lead to a study and discussion of the latter. Precise facts will be used in the solution of such problems—rather than for mere memorization. The primary purpose of the social studies is appreciation rather than factual memorization.

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The procedure in the social studies, if it is to be dynamic, vital, and natural, will not adhere to any one method. It will incorporate the usable features of all of our modern methods at various times. The project will be used as a basis of all work. The socialized recitation or discussion period will be utilized in developing reflective thinking, discrimination, suspended judgment, and tolerance. Directed study in the solution of situations or problems which involve the use of considerable printed material may be of advantage. Committee or group procedures, in which a division of labor for the solution of problems is made, are likely to make use of the co-operative gang spirit and produce better results than individual investigations. A socialized period in which the results of individual and group research is integrated, questioned, and discussed is certain to develop those same qualities of reflective thinking, discrimination, suspended judgment, and tolerance. No artificial means of motivation or resuscitation are needed here. The problem in this period is rather the harnessing of enthusiasm than the developing of interest. Contracts involving subject matter set forth to be learned and tested, and various mastery formulas are entitled to a very small place in the social studies in the junior high school. Our method, however, must be more than discussion, study and committee procedure; it must lead to active participation whenever possible.

As the study of remote historical problems is to grow out of the consideration of problems of individual, school, and community environment, it is obvious that the utilization of local civic and welfare associations, business associations, city departments, and other service organizations is likely to make the projects more practical, interesting, and real. Excursions or visits to the local industrial and business establishments, fire and police departments, city hall and courts, settlement houses, recreational centres, etc., are quite likely to produce more real value to the pupils than months of reading and description. Practical talks to classes by heads of police and fire departments, supervisor of streets and parks, the mayor, supervisor of public buildings, heads of business and industrial organizations, and numerous city officials are certain to create interest and enthusiasm. Debates on subjects which have no one right answer—problems vital to community and national welfare—promote interest in such social problems and assist in developing various citizenship qualities. Dramatizations and pageants also help in clinching important events or movements and in vitalizing problems.

The more our social studies rooms may become like activity, discussion, and reading rooms and the less like dead lecture rooms, the sooner we are likely to develop dynamic civic outcomes.

They Say

EDGARDO SIMONE, noted sculptor:—

"Life is a matter of getting through with dinner and wondering what you're going to have for breakfast."

STEPHEN LEACOCK:—

"Americans can't play. They try to, but they can't. They turn football into a fight, baseball into a lawsuit, and yachting into machinery."

PHIL H. GRENNAN:—

"It's a good idea to keep a daily diary of your worries. Then look back over them in thirty days and you'll realize what an ass you were for worrying at all."

JOHN WANAMAKER:—

"Neither prosperity nor poverty should alter the relation of old friends."

PAYSON SMITH:—

"You cannot dramatize spelling or make a pageant of the multiplication table."

AMELIA EARHART:—

"Women who might make good mechanics are shunted into cooking or sewing."

ADMIRAL RICHMOND:—

"At naval conferences strategy is becoming a Cinderella, and is not invited to the party."

DAVID LLOYD GEORGE:—

"A fully equipped duke costs as much to keep up as two dreadnaughts."

M. ATHE, Cambridge University:—

"A man with an inefficient mind wears inefficient dress, while the man with a rational mind dresses rationally."

COLONEL MARTIN J. COLLINS:—

"I have never known a perfectly happy human being."

G. K. CHESTERTON:—

"The size of every man depends upon the height of his ideals, the depth of his convictions, and the breadth of his sympathies and interests."

ARISTIDE BRIAND:—

"Those people are strongest who do not in an emergency let their emotions dominate their reason."

CHARLES F. THWING:—

"Don't worry about your weaknesses. Cultivate your strengths. Let your strengths be so strong that they will absorb your weaknesses."

City Superintendents of Massachusetts

E. Year Elected; P. Promoted; F. Place from Which Elected; S. Present Salary

Abington—C. A. Record
E. 1918. F. Sanford, Me. S. $3,600.

Acushnet—Charles H. Holmes
E. 1924. P., S. $3,500.

Adams—Ralph S. Smith
E. 1924. P., S. $4,000.

Agawam—Benjamin J. Phelps
E. 1922. F. High Bridge, N.J. S. $4,700.

Amesbury—Ralph R. Burr
E. 1924. F. Wilmington, S. $4,000.

Amherst—Jason O. Cook
E. 1920. P., S. $5,000.

Andover—Henry C. Sanborn
E. 1916. P., S. $4,300.

Athol—Leon M. Farrin
E. 1931. F. Putnam, Ct. S. $4,200.

Attleboro—Lewis A. Fales
E. 1905. P., S. $4,200.

Auburn—Clarence M. Harris
E. 1925. F., New Hampshire. S. $4,000.

Ayer—Frank C. Johnson
E. 1909. F., Peterboro, N.H. S. $3,750.

Barnstable—Carlon E. Wheeler
E. 1925. F., No. Easton. S. $4,850.

Barre—Charles A. Rush
E. 1923. F., Maine. S. $4,100.

Belmont—Frank A. Scott
E. 1921. P., S. $6,000.

Beverly—S. Howard Chace
E. 1913. Wilmington. S. $5,200.

Billerica—Eugene C. Vining
E. 1915. P., S. $4,000.

Blackstone—W. T. MacDougal
E. 1929. F. West Bridgewater. S. $3,500.

Boston—Jeremiah E. Burke
E. 1921. P., S. $12,000.

Bourne—James F. Peebles
E. 1931. F. Marion. S. $4,850.

Braintree—C. Edward Fisher
E. 1921. F. Holliston. S. $4,500.

Bridgewater—Clifton C. Putney
E. 1920. P., S. $3,700.

Brockton—John F. Scully
E. 1916. F. Arlington. S. $7,000.

Brookline—Oscar C. Gallagher
E. 1919. F. Boston. S. $7,000.

Cambridge—M. E. Fitzgerald
E. 1912. F. Boston. S. $7,700.

Canton—Albert S. Ames
E. 1924. S. $4,000.

Chelmsford—George S. Wright
E. 1928. F. Conn. S. $3,800.

Chelsea—George C. Francis
E. 1926. Methuen. S. $6,000.

Chicopee—John J. Desmond, Jr.
E. 1921. P., S. $6,500.

Clinton—Thomas F. Gibbons
E. 1915. Cliffside Park, N.J. S. $3,450.

Concord—Wells A. Hall
E. 1916. P., S. $4,000.

Dalton—Herbert L. Allen
E. 1900. P., S. $3,200.

Danvers—Ivan G. Smith
E. 1928. P., S. $4,500.

Dartmouth—A. R. Paull
E. 1922. F. Winchendon. S. $3,800.

Dedham—John C. Anthony
E. 1928. F. Danvers. S. $5,300.

Dighton—Norman D. Bailey
E. 1930. No. Kingston, R.I. S. $3,400.

Dracut—C. L. Randall
E. 1913. S. $3,000.

East Bridgewater—James G. Reardan
E. 1928. P., S. $3,750.

Easthampton—Herbert D. Casey
E. 1925. Springfield, Vt. S. $4,200.

Easton—Gilbert C. Mann
E. 1925. P., S. $3,700.

Everett—Fairfield Whitney
E. 1910. F. Saugus. S. $6,000.

Fairhaven—Charles F. Prior
E. 1912. F. Grafton. S. $4,700.

Fall River—Hector L. Belisle
E. 1913. F. Lawrence. S. $7,500.

Falmouth—Paul Dillingham
E. 1923. F. Litchfield, Ct. S. $5,000.

Fitchburg—James M. McNamara
E. 1929. P., S. $4,500.

Foxboro.—Ira A. Jenkins
E. 1912. F. Falmouth.

Framingham—Burr J. Merriam
E. 1922. F. North Adams. S. $5,200.

Franklin—Arthur W. Hale
E. 1918. F. Boston. S. $4,500.

Gardner—Fordyce T. Reynolds
E. 1913. F. Randolph. S. $5,000.

Gloucester—Ernest W. Fellows
E. 1921. F. Framingham. S. $5,250.

Grafton—Albert S. Cole
E. 1921. F. Barre, Vt. S. $3,600.

Greenfield—Frederick W. Porter
E. 1931. F. Stoneham. S. $5,500.

Groveland—George A. Keith
E. 1923. F. Franklin, N.H. S. $3,000.

Hadley—Orion A. Morton
E. 1923. F. Charlemont. S. $3,400.
Hanover—Harold E. Jackman
E. 1928. F. Princeton. S. $3,800.
Harvard—N. N. Love
E. 1924. S. $3,300.
Haverhill—A. L. Barbour
E. 1920. F. Quincy. S. $6,000.
Hingham—O. K. Collins
E. 1916. F. Bellows Falls. S. $5,000.
Holden—J. R. Childs
E. 1916. F. Hinsdale. S. $3,400.
Holliston—William A. Nickerson
E. 1928. F. Belmont. S. $3,600.
Holyoke—William R. Peck
E. 1920. P., S. $5,500.
Hopedale—Carroll H. Drown
E. 1920. F. Medway, Holliston, Sherborn District. S. $3,600.
Hudson—Betram D. Brown
E. 1918. P., S. $3,800.
Ipswich—Joseph I. Horton
E. 1916. F. Somerville. S. $3,000.
Kingston—Charles W. Lawrence
E. 1931. F. Acton. S. $3,500.
Lawrence—Bernard M. Sheridan
E. 1904. P., S. $7,000.
Lee—Charles A. Miller
E. 1926. F. Sheffield. S. $3,900.
Leicester—Melvin C. Knight
E. 1928. F. Wilmington. S. $3,900.
Lenox—Thomas W. Mahan
E. 1927. F. Lee. S. $3,100.
Leominster—Dr. William H. Perry
E. 1914. F. Stonington, Ct. S. $4,400.
Lexington—Thomas S. Grindle
E. 1924. F. Westboro. S. $4,500.
Longmeadow—Ballard D. Remy
E. 1928. F. Springfield. S. $6,000.
Lowell—Hugh J. Molloy
E. 1912. F. Lowell Normal. S. $7,000
Ludlow—Richard D. Tucker
E. 1929. F. W. Bridgewater. S. $5,000.
Lynn—Harvey S. Gruver
E. 1923. F. Worcester. S. $8,000.
Malden—Farnsworth G. Marshall
E. 1913. F. Augusta, Me. S. $6,000.
Mansfield—Leroy L. Woods
E. 1927. F. New Jersey. S. $3,600.
Marblehead—Frank H. Hill
E. 1919. F. Littleton. S. $3,500.
Marlboro—Ernest P. Carr
E. 1912. F. Foxboro. S. $4,000.
Maynard—C. H. Walker
E. 1928. F. Chelmsford. S. $3,900.
Medfield—Lyman R. Allen
E. 1929. F. Templeton. S. $3,500.
Medford—J. Stevens Kadesch
E. 1930. P., S. $6,300.
Melrose—Herman H. Stuart
E. 1921. F. Augusta, Me., S. $5,300.
Methuen—Lewis H. Conant
E. 1926. P., S. $4,200.
Middleboro—J. Stearns Cushing
E. 1927. F. Medford. S. $4,000.
Milford—A. O. Caswell
E. 1911. F. Marblehead. S. $3,900.
Millbury—C. C. Ferguson
E. 1912. F. West Brookfield. S. $4,500.
Milton—Horace F. Turner
E. 1926. F. Plymouth. S. $5,700.
Monson—E. J. Best
E. 1925. F. Northfield. S. $3,500.
Montague—Joseph S. Keating
E. 1923. P., S. $4,500.
Nantucket—Joseph R. Burgess
E. 1925. F. Monson. S. $3,950.
Natick—Clifford R. Hall
E. 1929. P., S. $4,300.
Needham—John C. Davis
E. 1921. F. Canton. S. $5,000.
New Bedford—Allen P. Keith
E. 1908. P., S. $6,500.
Newburyport—Starr M. King
E. 1928. F. Malden. S. $4,000.
Newton—U. G. Wheeler
E. 1914. F. Passaic, N.J. S. $7,000.
North Adams—G. C. Bowman
E. 1922. F. Thompsonville, Ct. S. $5,000.
Northampton—Fayette K. Congdon
E. 1905. F. Addison, N.Y. S. $5,000.
North Andover—Fred E. Pitkin
E. 1927. F. Epping, N.H. S. $4,000.
North Attleboro—George W. Morris
E. 1918. F. Cumberland, R.I. S. $4,000.
Northbridge—Harrie J. Phipps
E. 1922. F. Danvers. S. $4,650.
North Brookfield—Reginald S. Kimball
E. 1930. S. $3,500.
Norwood—L. W. Grant
E. 1927. P., S. $4,600.
Orange—Edward C. Hempel
E. 1929. F. Blackstone. S. $3,400.
Palmer—Clifton H. Hobson
E. 1911. F. Norwich, Ct. S. $5,000.
Peabody—Thomas H. Sheehan
E. 1930. F. Greensburg, Pa. S. $4,000.
Pittsfield—John F. Gannon
E. 1920. F. Worcester. S. $6,000.
Plymouth—Anson B. Handy
E. 1926. F. Enfield, Ct. S. $5,200.
Provincetown—Charles A. Harris
E. 1926. F. Northboro. S. $3,500.
Quincy—James N. Muir
E. 1927. F. Bethlehem, Pa. S. $6,500.
Reading—Adelbert L. Safford
E. 1913. F. Chelsea. S. $4,220.
Revere—Carl F. Lindstol
E. 1928. P., S. $5,000.

Rockland—R. Stewart Esten
E. 1929. F. Litchfield, Ct. S. $4,000.
Rockport—William E. Cottle
E. 1930. F. Hamilton. S. $3,500.
Salem—George M. Bemis
E. 1920. F. Revere. S. $4,700.
Saugus—Jesse W. Lambert
E. 1918. F. Kennebunk, Me. S. $3,700.
Scituate—Harold C. Wingate
E. 1926. F. Ossipee, N.H. S. $4,250.
Shrewsbury—M. A. Sturtevant
E. 1923. F. Barre. S. $4,700.
Somerset—H. Freeman Bates
E. 1921. F. Maynard. S. $3,700.
Somerville—Everett W. Ireland
E. 1928. P., S. $6,550.
Southbridge—Fred E. Corbin
E. 1902. P., S. $4,200.
South Hadley—Frederick E. Whittemore
E. 1904. F. Reading. S. $3,500.
Spencer—I. H. Agard
E. 1919. F. Walpole. S. $4,000.
Springfield—Zenos E. Scott
E. 1923. F. Louisville, Ky. S. $10,000.
Stoneham—Charles E. Varney
E. 1929. F. Rockland. S. $4,000.
Stoughton—W. B. Lyman
E. 1930. F. Ashland. S. $3,600.
Swampscott—Frank L. Mansur
E. 1931 F. Walpole. S. $5,000.
Taunton—Wendell A. Mowry
E. 1922. F. Mass. S. $6,000.
Templeton—Leon E. Prior
E. 1929. F. W. Stockbridge. S. $3,650.
Uxbridge—A. B. Garcelon
E. 1928. F. Bangor, Me. S. $4,200.
Wakefield—Willard B. Atwell
E. 1911. F. New Hampshire. S. $4,900.
Walpole—A. C. Jones
E. 1931. P., S. $3,800.
Waltham—William H. Slayton
E. 1925. F. Portsmouth, N.H. S. $4,750.
Ware—William R. Barry
E. 1926. F. Salem. S. $4,000.
Wareham—B. C. Merry
E. 1928. F. Lexington. S. $4,500.
Warren—S. N. Genthner
E. 1922. P., S. $4,000.
Watertown—Wilfred H. Price
E. 1908. F. Holliston. S. $5,000.
Webster—James A. Lobban
E. 1929. P., S. $4,500.
Wellesley—Dr. S. Monroe Graves
E. 1914. S. $6,000.
Westboro—J. Harding Armstrong
E. 1924. F. Brookline. S. $4,000.
West Bridgewater—E. W. Robinson
E. 1929. F. Fitchburg. S. $3,800.
Westfield—Chester D. Stiles
E. 1918. F. West Deerfield. S. $4,800.
Westford—Harold D. Sylvester
E. 1928. F. Connecticut. S. $3,500.
Westport—Milton E. Earle
E. 1928. P., S. $3,000.
West Springfield—John R. Fausey
E. 1923. F. Winchester. S. $5,400.
Weymouth—Parker T. Pearson
E. 1909. F. Warren. S. $6,500.
Whitman—F. E. Holt
E. 1922.
Wilbraham—Frederic A. Wheeler
E. 1919. F. Monson. S. $3,850.
Williamstown—Francis V. Grant
E. 1922. F. New York. S. $3,500.
Wilmington—Stephen G. Bean
E. 1924. F. Hanover. S. $3,900.
Winchendon—Guy W. Vail
E. 1922. F. Sterling. S. $3,900.
Winchester—James J. Quinn
E. 1923. F. Turners Falls. S. $7,000.
Winthrop—Edward Richards Clarke
E. 1927. P., S. $4,700.
Woburn—George I. Clapp
E. 1903. F. Spencer. S. $4,500.
Worcester—Walter Stevens Young
E. 1923. P., S. $9,000.

"I Am Just American"

Just today we chanced to meet
Down upon the crowded street;
And I wondered when he came,
What was once his nation's name.

So I asked him: "Tell me true,
Are you Pole or Russian Jew,
English, Scotch, Italian, Russian,
Belgian, Spanish, Swiss, Moravian,
Dutch or Greek or Scandinavian?"

Then he raised his head on high,
And he gave me this reply:
"What I was is naught to me,
In this land of liberty.
In my soul as man to man,
I am just American."

—Exchange.

The BOOK TABLE

OUR JOURNEY OF GROWTH. Book One. Practical Hygiene Series. By Francis M. Walters, Johns Hopkins University. Cloth. 251 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Every publisher of school books has a series of books on Health and Hygiene. Each author has a personality in the making of his series, in his approach to the subject, and in his treatment from start to finish.

Dr. Walters has as his constant idea that the business of health and hygiene is the promotion of growth, physical, mental and moral.

There is no time in life when health agencies need to be administered with so much skill, and no other time when a wrong administration is likely to do so much harm. Growth itself must be safeguarded at every turn.

Children are pleased with the gains they make from year to year, and are looking forward to the time when they can enjoy the privileges and assume the responsibilities of maturity.

Children are often their worst health enemies. The school must see to it that they become health builders instead of health destroyers.

Book One, "Our Journey of Growth," is adapted for Grades V and VI. This is followed by Book Two, "Our Health Foundations," for Grades VII and VIII.

Both books are attractive to students who begin to realize that they are no longer children. They see in life new opportunities and greater responsibilities.

These two books, social side of life, magnify the significance of temperament. They promote a sense of the personal value of health attainment and growth achievement because of care for one's habits.

All through these books the students realize that good manners and good morals are a fine asset for success in business as well as in society.

SHORT PLAYS. Edited by Edwin Van B. Knickerbocker, George Washington High School, New York. New York: Henry Holt and Company.

The Platoon system, Work, Study, Play practice, requires a new and valuable use of the auditorium. There are also small theatres in all new junior as well as senior high schools.

The demand for short plays has increased marvelously, and the Henry Holt Company was prepared to publish sixteen "Short Plays."

There are also seventy-five pages of directions for appreciating, staging, and acting these sixteen short plays.

The book meets every need of short plays for dramatizing and for their dramatizing.

THE AMERICAN NATION YESTERDAY AND TODAY. By Rolla M. Tryon, University of Chicago; Charles R. Lingley, Dartmouth College, and Frances Morehouse, Hunter College, City of New York. Cloth. 640 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The purpose of this book of 640 pages is to provide all history, maps, charts, illustrations, biography, and incidentals necessary for an impressive, ennobling, inspiring portraiture of everything describable for an appreciation of everything that has created the United States as it is at its best today.

There is not a dull paragraph. Nothing is retained that never had any future.

Omitting Alaska, in each map, there are eight Continental Area Maps of the United States, as it was in 1600; in 1760; in 1783; in 1810; in 1830; in 1860; in 1890; and as it is now.

In 100 years New York and Massachusetts doubled their population. Pennsylvania did a little better than that.

Michigan went from 31,600 to 750,000.

Arkansas, from 30,000 to 435,000.

Florida, from 35,000 to 140,000.

The last paragraph gives the full particulars of Boulder Dam, that is to cost $165,000,000. It will be paid for by the farmers and manufacturers who use the water and water power over a period of fifty years.

The last sentence is this: "Seldom in the world's history, if ever, has a government undertaken any business project so huge as this."

READ AND MAKEBELIEVE. Our Book World. A Second Reader. By Florence Piper Tuttle. Illustrated by Grace P. Smith. Cloth. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

Florence Piper Tuttle never fails to adapt each of her books to the age and interest of the children who are to use it in learning to read. She is a little clearer in the adaptation of the Second Reader, because that is the time when children are in the make-believe age, and she has discovered or created the best stories of this class that we have ever seen.

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EDUCATIONAL VIEWS OF BENJAMIN FRANKLIN. Edited by Thomas Woody. Cloth. 270 pages. New York and London: McGraw-Hill Book Company, Inc.

By universal consent Franklin is the most influential man of his day. He touched American life of more individuals, in more ways, and civilization more scientifically and economically than did any one else in his day.

Perhaps no one thing in his experience has awakened more curiosity than the fact that the fifteenth of seventeen children of Josiah and Abiah Franklin was the only one to do great things in a great way, and he was the biggest of the millions of Americans in a century.

This study of "The Educational Views of Benjamin Franklin" is one of the best studies of his life for the youth of today to read that has been written. It is certainly the one book about Benjamin Franklin that every teacher and other educator should read.

CONTEMPORARY DRAMA. American Plays.

The New York Idea, Langdon Mitchell.

The Emperor Jones, Eugene O'Neill.

Processional, John Howard Lawson.

Beggar on Horseback, George S. Kaufman and Marc Connolly.

The Silver Cord, Sidney Howard.

Selected by E. Bradlee Watson and Benfield Pressey, both of Dartmouth College. Cloth. 522 pages. New York: Charles Scribner's Sons.

These five American plays are attractively bound, red and gilt. There is every needed aid for appreciation, staging and acting. It is a delightful contribution for school use, with no royalty cost. It meets a definite need of the times.

Books Received

"Modern History." By Carl Becker. Newark: Silver, Burdett and Company.

"Safety Education." By Idabelle Stevenson. — "Songs for the School Year." By G. S. Dare.—"Tap, Caper, and Clog." By Helen Frost. New York City: A. S. Barnes and Company.

"The New-Day Arithmetics." Third, Fourth, Fifth, Sixth, Seventh and Eighth-year book. By Durell and Gillett. New York: Charles E. Merrill Company.

EDUCATION IN ACTION

Kansas Professor Questions Value of Tests

Quizzes Usually Emphasize the Less Important While "True-False" Examinations Are Better As Teaching Devices

All sorts of tests are employed in American schools and colleges, the questions ranging from the exact date of the Battle of Gettysburg to the moral aspects of the Industrial Revolution, and the value of these tests long has been questioned by many educators.

Numerous are these tests, points out Professor F. P. O'Brien, of the University of Kansas, who declares that too many of them call for mere memory, unrelated facts, formal skills and routine habits. There are final tests (or examinations), monthly tests, six-weeks' tests, general and special tests; sometimes unannounced, sometimes standardized, and sometimes unstandardized—all generally emphasizing the less important, and neglecting the more important outcomes and purposes of desirable school instruction.

It is Professor O'Brien's idea that the school must function in developing the various capabilities of the child, recognizing at the same time the needs of a modern society. When the student leaves the scholastic atmosphere the world does not ask: "What have you memorized?" but "What can you do?"

The Kansas educator points out that many new varieties of tests have arisen to replace the old-time type so much criticised, yet these are mainly tests of information and memory as were the essay or catalog tests which preceded them. Among them are recognition or recall tests, completion, true-false, matching, multiple choice examinations, and so on.

Probably the most widely used is the true-false (yes-no or right-wrong) test, but this is criticised as having some definite limitations and deficiencies as a test even of memory and information.

"True-false statements probably have greater possibilities as a teaching device than as a testing device," Professor O'Brien asserts. "They seem, however, to have been much overrated and overworked for testing purposes. Perhaps their assumed ease of construction has tempted teachers unduly."

Woman Back in College With Her Four Children

Mrs. R. H. Pryor, mother of four children, who left school twenty-seven years ago, is now enrolled at the University of Nebraska, completing her interrupted education. Her four children, Arthur, twenty-one years old; Mary Ellen and Dorothy, nineteen-year-old twins, and George, seventeen, also attend the university. Besides her school work Mrs. Pryor cares for her house. She attended Northwestern University in 1903, and then taught for four years.

Pajamas Now Worn In Many Schools

Girl students throughout the country are attending school in pajamas of various designs. In some places it is only a fad, while in others permission has been granted allowing certain kinds of pajamas. At the Fairhaven High School, New Bedford, Mass., a number of girls recently appeared wearing pajama suits of bright vari-colored hues. Principal George S. Dickey offered no objections. Harold H. Cousins, principal of the Roosevelt High School, Oakland, Calif., reversed his ruling, saying that girls might now attend classes in beach pajamas. "There is nothing wrong in the fad, and I make this announcement on my own initiative," Mr. Cousins said. From Boise, Idaho, it is learned that insofar as Mrs. Myrtle Davis, state school superintendent, is concerned girl pupils may come to school dressed in overalls, and may be instructed by a young woman teacher attired in lounging pajamas.

College Presidents Average Five Years

The college president is likely to be fifty-five years old, married, and the chances are even that he will serve not more than five years. These side lights were disclosed in the course of the investigation into the administrative phases of colleges by the survey of land-grant colleges and universities recently completed by the United States Office of Education, Department of the Interior. That the actual length of service is short, and that there is considerable turnover in the position is disclosed by the fact that 167 presidents served an average of less than five years. The study also shows that seventy-six presidents have served between five and ten years, so that the great majority of the presidents have held their positions for periods of less than ten years. In connection with the brief tenure, the report points out that permanent and constructive policies for the development of the institutions can not be effectively pursued if frequent changes are made in their chief executives. The land-grant colleges and universities number sixty-nine. The oldest president of any of the land-grant colleges is seventy-four years of age, and the youngest, thirty-five years of age, according to the report. The median age is fifty-five years, indicating that the heads of the institutions are to a large extent slightly above middle age. With two exceptions, the presidents of all the colleges are married.

Vocational Choices Follow Old Lines

With all the growing equality between sexes in choice of vocation, is the taste of either changing? Boston University's statistics on the future activities of its graduating class present some evidence in the negative. In the case of women, whatever forces once operated to send them into the teaching profession seem to be still in effect. Fifty-seven out of sixty-eight have chosen this field. Four will do social work, four library work, and one will take up medicine. Of the fifty men whose future intentions were obtained, only fourteen were going into teaching. The majority showed a preference for medicine. Law claimed ten potential entrants, the ministry six, and advanced study in chemistry two.

Art Exhibits To Tour Colleges

Thirty-five art exhibitions will be circulated among the colleges and universities of the United States by the College Art Association next season, according to the announcement of plans made public. In addition, four separate shows will be routed through Canada and through Porto Rico. Each exhibition will appear at approximately seven places, with the result that these attractions will be seen in at least 273 institutions. The College Art Association assists pupils and teachers of art in a large number of the institutions of higher learning throughout the country. Plans for showing selected exhibitions of native and foreign art works at the different universities and colleges call for ten foreign exhibitions, five contemporary American art exhibitions, one historical American exhibition, and three "subject" exhibitions. The latter will in-

clude "Portraits of Young People," "Seascapes," and "American Scenes."

Schools for Parents Held Aid to Home

Classifying the systems of preschool and parental education of the present age as the responsibility of a democratic society trying to adjust itself to a machine age, Dean William F. Russell, of Teachers College, urged the members of the New York Kindergarten Association to continue their progress of the past decade. Dr. Russell delivered the annual Susan E. Blow memorial lecture. After outlining the vast changes in educational methods up to the present period, Dean Russell declared: "The last twenty years are nothing compared to the decades that lie ahead." He continued: "What we need is not a philosophy and method based on today so much as one designed to meet the problems of tomorrow; not occasional nursery schools and sporadic adult education in parenthood, but a complete system adapted to the needs of all supported at public expense as a part of the common educational enterprise." Changes in economic conditions made the nursery school and the introduction of parental education necessary, he declared, saying that these in turn would help to restore the home.

Study Education Of High School Teachers

Approximately seventy-five per cent. of all high school teachers in New York State are college graduates, according to a study made by the Educational Research Division of the State Education Department, and reported in a recent bulletin. The study reveals that 91.2 per cent of all high school teachers in the state were graduated from high school; 18.8 per cent. are normal school or city training school graduates; 55.6 per cent. have taken summer and extension courses, and 15.7 per cent. have graduate degrees. Under the item of general training of teachers in each subject group the study shows that for all teachers ten per cent. more majored in college in the same subject they now teach than did not. Under the item of professional training the report declares "that there is considerable evidence to support the contention that professional training among high school teachers of each subject is of a meagre and irregular character." On the whole less than three per cent. of the teachers of the different subjects have a college major in education. The study also gives data regarding subject combinations of teachers who teach three or more subjects, the extent to which each subject is taught as a first or only subject, the extent of first subject combinations, the variety of teaching certificates held, the nationality of high school teachers, the occupations of fathers. Under the heading of salaries the report indicates that the average salary for high school teachers varies as to size of community. Villages have a median salary approximately $300 higher than supervisory districts, while cities have a median salary that is much higher than villages.

Cleveland Teachers to Get No Automatic Raise

Cleveland school teachers, whose city ranks third in the country in the scale it pays them, will get no automatic salary increases next year, the Board of Education has decided in deference to an appeal asking that school costs be at least kept from rising. On the other hand, the School Board successfully d[illegible]lected a movement to disbar married teachers. Some of the best teachers, the board found, are married women, some of whose husbands are out of work.

Military Training Upheld By Graves

The New York City Board of Education was upheld recently by Dr. Frank P. Graves, State Commissioner of Education, in permitting military training in the Jamaica High School. "They have acted within the law, and have fairly exercised the discretion which is vested in them," Commissioner Graves concluded, in dismissing appeals by the United Parents' Associations of Greater New York and Horatio L. Walkinson from the action of the board. "As I view the case," said Commissioner Graves, "the determination of the questions involved is centred around certain statutory provisions. By inference at least this statute recognizes that military instruction or drill may be conducted in the public schools at other times than during school hours. Otherwise, there is no satisfactory explanation of the words, "during school hours." I think it fair to assume that the legislature had in mind that the matter of primary importance for the pupils is the regular work in the school, and, therefore, provided that the hours during which the pupils are required to attend school should not be interrupted by military drill and military instruction. Therefore, I hold that the prohibition of the statute runs against the interruption of the regular school hours, to the end that no pupil shall have his regular work interfered with by such military instruction and drill." Dr. Graves recalled that the hours of study in the Jamaica High School are for four regular sections, accommodating about 5,000 pupils. He also pointed out that no one would be compelled to join the unit, and "so far as these boys are concerned, the work is done outside of school hours, and is purely a voluntary matter on their part."

School Libraries On Efficient Basis

To give impetus to the library movement, the State Library of California in 1915 added to its staff a school library organizer who was well acquainted with the situation in California, and sent her forth to acquaint county school superintendents, county librarians, school trustees and teachers of the possibility of county library service to schools, according to Miss May D. Henshall, county library organizer, California State Library. "In 1915, school library organizing was pioneer work; it had no precedents," says the article. "Talks were given to teachers' institutes, trustees' meetings, parent-teacher associations and other associations; this was preliminary to intensive organization work. The results were most gratifying. Fifty per cent. of the trustees had the schools join their respective county libraries after the plan had been explained to them. The others joined gradually until there are at present 2,400 school-district branches. Into forty-six central school libraries administered by trained certificated county librarians have been merged the 2,400 inefficient, inactive, unsupervised school-district libraries. They are now a part of an efficient library system. Schools which had been restricted under the school-district library plan to twenty-five dollars' or fifty dollars' worth of books, found the plan of many districts of pooling their school library funds with the county library, and circulating the books, resulted in their having by the end of the school year the use of from six to twenty times as many books as their individual funds would have purchased."

Peru Teachers Want Back Pay

School teachers of Lima, Callao and nearby summer resort towns in Peru agreed to start a strike unless the government pays them two months back salary immediately. The teachers have the support of several labor unions, students, and political societies. The general strike at Cuzco, which started when textile workers walked out, has been settled, the Ministry of Interior announced. Business houses reopened today, and the city is again normal, the announcement stated.

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Four Organs In Radio Recital

Radio audiences recently heard a unique and fascinating recital by an ensemble of three pipe organs and a reed organ over a nation-wide hook-up from the New York studios of the Estey Organ Company. The music was arranged by Parke V. Hogan, widely-known composer for the organ. Equally an experiment in musical and radio fields the program was conceived to demonstrate new possibilities both in tone coloring and orchestral effects, and the results clearly justify the prediction of a number of outstanding musical critics that a new and rich field of symphonic efforts has been opened up. Each of the four organs used possessed attributes of action, voicing and tonal qualities. In scoring the music Mr. Hogan succeeded in preserving to each instrument its individuality, producing in the contribution of each in effect a musical third dimension, while greatly enriching both the orchestral and symphonic structure of each number. The organs used in the Estey studio were the great organ, a three-manual instrument speaking 2,700 pipes, two self-contained or minuette organs, differently voiced, but with identical action, and both designed and voiced for residential and studio or educational work, and a portable reed organ or melodia, with its distinctive voicing and tone coloring. Ernest Mehaffey, organist of the Calvary M. E. Church of East Orange, N. J., was at the console of the great organ; Mr. Hogan was at the concert minuette; Harold Godschalk, organist of the First Presbyterian Church of Easton, Pa., was at the upright minuette, and R. W. Edwards, director of the reed organ department of the Estey Company, played the reed organ.

Students Must Ignore Urge to Leave School

Boys and girls were warned to fight against the urge of spring, which causes them to leave school and seek employment, by Miss Helen Becht, director of the employment department of the Central Branch of Young Women's Christian Association of Brooklyn, in a recent statement. She asserts that no time was ever so disadvantageous as the present to juniors seeking employment.

Association to Aid Fall River Schools

In spite of economies necessitated by a program for rehabilitating Fall River's (Mass.) finances, a proposal for maintaining kindergartens in at least five schools was revealed. The school board, at its monthly meeting recently, accepted a proposal by a newly-formed kindergarten association which will pay the salaries of teachers in kindergartens of five schools on the understanding that the city provide classrooms, lights, and janitor service. It was indicated that two more schools later would be provided with kindergartens under this arrangement. Approximately double this number previously had been maintained by the city. The school committee also revealed that the eighty school janitors would take a six-weeks' lay-off without pay during the forthcoming year. This action, proposed by one of their number, was designed to prevent the dropping of an additional group of janitors.

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GRINS BETWEEN GRINDS

Heard It Was Good

Trainer—"Say, I wanta congratulate yuh on this article you writ for the newspapers—it's the berries!"

Pugilist—"Yeah, dat's what day tell me. By golly, I wisht I could read!"—Pathfinder.

His Failure

An elderly woman, visiting the grave in which her third husband had lately been laid with the other two, was accosted there, with an expression of condolence, by a man who had been one of her earliest sweethearts. He had got no further than: "I'm right sorry, Sarah," when, pointing to the tombstone, she cut him short with: "I want none o' thy sympathy. If thou hadst been half a man, thy name would have been the first o' them three."

Paradise

"So glad to see you, dear. How are you getting on, now that you are married?"

"It's just like the Garden of Eden."

"I'm glad to hear that."

"Yes, we have nothing to wear, and are in daily fear of being turned out."

Oh!

"So your husband is letting his beard grow?"

"He is not letting it grow—I am letting him grow it."—Montreal Star.

Circus

Mrs. Perkinson — "Hello, Bobbie, What are you looking for, huh?"

Bobbie—"Looking for elephants. You got any elephants or giraffes or lions with you?"

Mrs. Perkinson—"No, not one. I see that you like animals."

Bobbie—"Yeah. Got any ponies or anteaters or nuffin' with you?"

Mrs. Perkinson — "No, Bobbie, of course not. Why do you expect me to carry around such a menagerie with me?"

"Bobbie—"Well, you did the other day."

Mrs. Perkinson—"What day? What on earth do you mean?"

Bobbie—"Well, anyhow, mamma told papa at dinner that she seen you on the street, and you looked like a circus."

Meetings To Be Held

JUNE

14-20: American Association of Visiting Teachers, Secretary Emilie Rannels, Stevens School of Practice, 13th and Spring Garden Street, Philadelphia, Pennsylvania: Minneapolis, Minnesota.

15-18: American Federation of Organizations for the Hard-of-Hearing, Secretary Betty C. Wright, 1537 35th Street, Washington, D. C.: Chicago, Illinois.

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

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29-30: National Education Association, Department of Science Instruction, Secretary E. E. Edwards, Board of Education, Los Angeles: Los Angeles, California.

29-30: National Education Association, Department of Visual Instruction, secretary, Mrs. Grace Fisher Ramsey, Department of Public Education, American Museum Natural History, New York City: Los Angeles, California.

30-July 5: National Association for the Advancement of Colored People, Secretary Walter White (acting), 69 Fifth Avenue, New York City: Pittsburgh, Pennsylvania.

30: National Education Association, Department of Adult Education, Secretary Alonzo G. Grace, University of Rochester, Rochester, New York: Los Angeles, California.

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

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